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ABSTRACT

This report describes and evaluates the K-12 driver and traffic safety education program at the Des Moines (Iowa) public schools. Four perspectives are evaluated: context, input, process, and product. The school district's mission, the program's philosophy, and the supervisor's viewpoint are outlined. The current program and its course content is described in the context evaluation. The paper reports that the program's purposes and objectives include: (1) to equip students with safety knowledge; (2) to teach proper skills; (3) to assist students in developing good judgment; (4) to foster development of desirable attitudes; (5) to develop emotional stability; and (6) to make students cognizant of their own personal physical ability as they relate to everyday life. The budget and sources of revenue, equipment, and community resources are evaluated in the input section. In the process evaluation the goals, objectives, and responsibilities of the staff and school district are discussed. The product evaluation section describes the success of the driver education program, supervisor's observations, and students' interest in the program. The document concludes with a statement of future needs and recommendations including the need to replace three simulator units in the driver's education program and to rotate the after school program to the different high schools where the simulation units are located. (KM)

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DRIVER and TRAFFIC SAFETY EDUCATION

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PROGRAM EVALUATION
1990 - 1991
K - 12
JANUARY 1991

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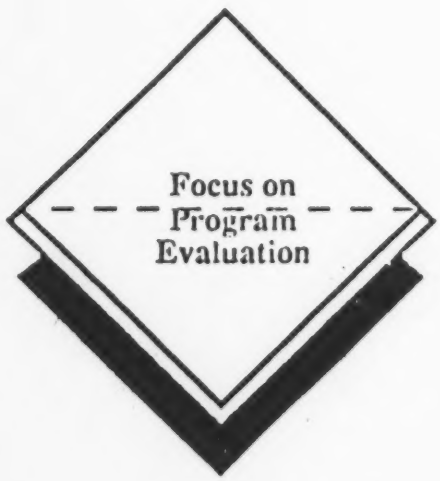

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EVALUATION ABSTRACT
K - 12 DRIVER and TRAFFIC SAFETY EDUCATION
JANUARY 1991

Program Description:

Driver and traffic safety education is that portion of the total educational program that has been designed to prepare students for safe participation in all worthwhile activities.

The specific purposes and objectives of the safety education program are (1) to equip students with safety knowledge, (2) to teach proper skills, (3) to assist students in developing good judgement, (4) to foster development of desirable attitudes, (5) to develop emotional stability and (6) to make students cognizant of their own personal physical ability as they relate to everyday life.

Budget and Sources of Revenue:

The 1989-90 driver education budget for staff was $571,689. Budget for repair and maintenance, vehicle rental, equipment replacement and supply account is $45,466. Sources of revenue are fees and state aid in the amount of $454,376. The remainder of the Driver Education Program costs are paid through the appropriate Des Moines Public Schools budget accounts. The traffic safety materials for elementary schools are purchased by building funds or are provided free by organizations.

Total Staff:

Eleven full time employees are involved in the regular driver education program. Five teachers are involved in the after school driver education program. Nineteen teachers are involved in the summer driver education program.

All staff members in the elementary and secondary schools participate in the district's safety education programs.

Responsibility Statement:

The responsibility of the Supervisor of Physical Education, Health and Safety is to provide the necessary leadership for the areas under his direction, which include driver and traffic safety education, to operate as an effective and efficient part of the Instructional Support Services.

Major Outcomes/Results:

The after school driver education program has enabled 144 students, who had scheduling conflicts, to receive the instruction during the 1989-90 school year.

There were 1,855 students enrolled in the driver education program for the 1989-90 school year. Of which, 1,753 students satisfactorily completed the program and received a certificate of completion, that entitled them to receive an Iowa Drivers License at age 16.

Future Plans:

Replace the three twelve place simulator units over a three year period. These units are thirteen years old.

Discontinue the after school program at Central Campus. The program would be rotated to the different high schools where simulator units are being used. This will free a classroom for use at Central Campus.

Pilot the "Young Driver Attitude Scale" with students in grades 9 - 12 who are enrolled in the driver education program in the Fall of 1991.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone 515/242-7839

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January 1991

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DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

A PHILOSOPHY OF DRIVER and TRAFFIC SAFETY EDUCATION

Driver and safety education can accomplish much beyond the primary consideration in terms of personal growth and development of students. Comprehensive driver and safety education courses will help students enter adulthood as informed, conscientious citizens and consumers-able to make intelligent, responsible decisions about how they will live and how they will cope with life's problems so that their personal interests and those of society in general are best served.

A SUPERVISOR'S VIEW

As traffic accidents are the leading cause of death among school children and young adults, preparing students to survive their entry into the transportation system is essential. Unless they are equipped with these necessary survival skills, many young people will fall prey to their hazardous environment before having an opportunity to apply their other educational knowledge and skills to the betterment of society. Thus, the essential goal of driver and safety education is a fundamental goal of education in general.

CONTEXT EVALUATION

HISTORY

1937 - Driver Education had its birth in Iowa at Shenandoah and Tipton High Schools. Des Moines Schools started driver education classes at North and East High Schools in the fall of 1946. The stimuli to bring Driver Education into Iowa schools came from many sources. Insurance companies, automobile companies and adult groups began to urge schools to train the young drivers. In the fall of 1957, when the new North High School was opened, a twelve place Aetna drivo-trainer simulator unit was installed. The Driver Education Department was first under the direction of the Director of Secondary Education. In the fall of 1966, Driver Education was placed in the Department of Physical Education, Health and Safety Education.

1946 - The Driver Education Department had one full time driver education teacher . In 1970 there were twenty-six full time driver education teachers. At the present time, there are eleven full time driver education teachers.

1965 - Legislature required that each public school district offer driver education to all resident students. Other points in the legislation include:

> Individuals must successfully complete course to obtain license prior to age 18.
>
> School districts receive direct reimbursement of $30 per student completing course.
>
> Program may be offered during regular school day, before or after school, summer or combinations thereof. Course must include at least 30 clock hours of classroom instruction and at least 6 clock hours of laboratory/behind the wheel instruction.

1970 - The Des Moines Schools in conjunction with Younker Memorial Rehabilitation Center have been providing driver education for the physically handicapped students and adults.

1975 - Legislature moved reimbursement program into the State Foundation Aid Program by adding 0.3% allowable growth. At that time it amounted to approximately $4.00 per enrolled child.

1982 - Legislation was passed whereby a student to get a moped license before age sixteen, was required to complete a six hour approved moped course.

1987 - Standards for Traffic Safety Education K-6 for Iowa schools were updated by the Department of Education to go into effect in the 1989 - 1990 school year.

POLICIES, STANDARDS AND REGULATIONS

The following policies, standards and regulations are guidelines followed by the Des Moines School District in administering the safety education programs.

IOWA DEPARTMENT OF EDUCATION
Bureau of Instruction and Curriculum
Grimes State Office Building
Des Moines, Iowa 50319-0146

CODE OF IOWA, SECTION 321.178 - DRIVER EDUCATION

Approved course. An approved driver education course as programmed by the department of education shall consist of at least thirty clock hours of classroom instruction, and six or more clock hours of laboratory instruction of which at least three clock hours shall consist of street or highway driving. An approved course shall include a minimum of two hours of classroom instruction concerning substance abuse as part of its curriculum. After the student has completed three clock hours of street of highway driving and demonstrated to the instructor an ability to properly operate a motor vehicle and upon written request of a parent of guardian, the instructor may waive the remaining required laboratory instruction. The state board of education shall require driver education courses offered by schools under the board's jurisdiction to include instruction in the following additional subject areas: (1) Routine maintenance of motor vehicles to maximize energy efficiency and safety. (2) Operation of motor vehicles to maximize energy efficiency and safety.

Every public school district in Iowa shall offer or make available to all students residing in the school district or Iowa students attending a non-public school in the district an approved course in driver education. The courses may be offered at sites other than at the public school including non-public school facilities within the public school districts. An approved course offered during the summer months, on Saturdays, after regular school hours during the regular terms or partly in one term or summer vacation period and partly in the succeeding term or summer vacation period, as the case may be, shall satisfy the requirements of this section to the same extent as an approved course offered during the regular school hours of the school term. A student who successfully completes and obtains certification in an approved course in driver education or an approved course in motorcycle education may upon proof of such fact, be excused from any field test which the student would otherwise be required to take in demonstrating the student's ability to operate a motor vehicle.

"Student" for purposes of this section, means a person between the ages of fourteen years and twenty-one years who resides in the public school district and who satisfies the preliminary licensing requirements of the department.

STATE REQUIREMENTS

IOWA ADMINISTRATIVE CODE, CHAPTER 26 - DRIVER EDUCATION

281-26.(256) Course standards.

26.2(1) Minimum time. Schools shall provide for each student a minimum of 1800 minutes in classroom instruction , plus 360 minutes in supervised laboratory instruction, exclusive of observation time, in a dual control automobile. The driver education course shall be scheduled for a minimum of 30 instructional days. An instructional day is one in which classroom, driving, simulation or range instruction occurs.

26.2(2) An approved driver education course shall include the following provisions:

a. Each student shall be scheduled to receive classroom and laboratory instruction each week of the course.

b. A minimum of 120 minutes of substance abuse education will be included in classroom instruction.

c. Classroom instruction shall be limited to a maximum of 120 minutes per student in a single day.

d. Behind-the-wheel instruction shall be limited to a maximum of 30 minutes per student per session and a maximum of 60 minutes in a single day.

e. Two or more students shall be scheduled for all behind-the-wheel instruction to ensure that appropriate observation time is experienced.

f. Approval of courses by the department of education must be obtained prior to the beginning of a course. Application forms are provided by the department.

g. Approval for an experimental program may be granted by a department division administrator if based on student or school district need for improved instruction. The maximum duration of an experimental program shall be three years. Annual documentation of the effectiveness of instruction is required and must be submitted subsequent to program completion.

26.2(3) Waiver provision. A maximum of 180 minutes of behind-the-wheel, on-street driving may be waived upon written request of a parent or guardian and demonstrated student competency approved by the driver education teacher.

281-26.3(256) Time on driving simulators. When simulators are used for part of the behind-the-wheel driving experiences, four hours of simulator experience shall be considered equal to one hour of behind-the-wheel driving in the car. However, in addition to simulator time, a minimum of three hours of on-street, behind-the-wheel driving must be attained.

281-26.4(256) Driving ranges. When driving ranges are used in driver education courses, two hours of range experience shall be considered equal to one hour of on-street, behind-the-wheel driving. However, in addition to range time, a minimum of three hours on-street, behind-the -wheel driving must be attained.

281-26.5(256) Dual controlled cars. Motor vehicles which are designed primarily for carrying nine or fewer occupants, excluding motorcycles and mopeds, are the only motor vehicles approved for use in driver education courses and each shall be equipped with dual brake control. In addition, all driver education vehicles shall have an inside rear view mirror and and outside rear view mirror mounted on each side of the vehicle.

281-26.6(256) Instruction permit. The driver education teacher shall verify at the beginning of each course that each student possesses a valid instruction permit or driver's license. Each student shall be responsible for possessing an instruction permit for driver's license throughout all laboratory instruction and report any suspension or revocation to the driver education teacher prior to attending laboratory instruction.

281-26.7(256) Minor's School License. The local school board or superintendent of the applicant's school shall ensure that the following requirements are met prior to certifying a special need exists for the issuance of the minor's school license.

26.7(1) The applicant lives one mile or more from the applicant's school of attendance. Distance to the school of attendance shall in all cases be measured on the public highway only, starting in the roadway opposite the private entrance to the residence of the applicant and ending in the roadway opposite the entrance to the school grounds.

26.7(2) The applicant for the minor's school license is enrolled in instructional programs or involved in extracurricular activities at the applicant's school of attendance that occur at such times that make it impossible to take advantage of the school transportation service, or that the school transportation service is not provided.

281-26.8(256) Motorized bicycle rider education.

26.8(1) Course approval. An approved course shall consist of a minimum of six clock hours of classroom instruction or completion of a classroom course which includes the instructional components contained in 26.8(2).

a. Motorized bicycle driving experiences in addition to classroom instruction are permissible, but not required.

b. Any school district, area education agency, merged area school, other agency or individual planning to offer a motorized bicycle education course, must receive course approval prior to beginning. Application and analysis forms are provided by the department of education.

EDUCATION PROGRAM

281-12.5(256) EDUCATION PROGRAM. The following program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

12.5(3) ELEMENTARY PROGRAM grades 1-6. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

12.5(3G) TRAFFIC SAFETY. Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.

BOARD POLICIES

Series 500 Code 531 Health and Safety

Necessary rules and regulations shall be implemented to protect the health, safety and welfare of the student body and to assure appropriate aid to students who become ill or injured at school.

MANUAL OF POLICIES AND PROCEDURES

SECONDARY SCHOOLS

106.3
All senior high schools will allow students the option of enrolling in driver education on a Pass/Fail or regular basis.

MANUAL OF POLICIES and PROCEDURES

ELEMENTARY SCHOOL

519 Bicycles, Riding to School
In general, the privilege of riding bicycles to school is to be reserved for pupils of grades four and five. The responsibility for this privilege rests with parents. Local regulations are in the hands of the individual principals.

547 Student Safety Patrol
The responsibility for the safety of children walking to and from school rests with parents. The Des Moines Independent Community School District is interested in providing student assistance for children crossing streets contiguous to school property through the "Student Safety Patrol Program". A student patrol is organized at a school when there is sufficient parental and student interest to support a "Student Safety Patrol Program". Documentation of efforts to form a "Student Safety Patrol Program" will need to be recorded.

INSTRUCTIONAL PROFESSIONAL STAFF

281-26.1(256) TEACHER CERTIFICATION and APPROVAL

26.1(1) The instructor in driver education must have a certificate valid for teaching in secondary schools in the state of Iowa.

26.1(2) To be approved the instructor must have 15 semester hours in the field of safety education which includes accident prevention, vehicle safety and behind-the-wheel driving.

26.8(3) Teacher qualifications. Teachers of an approved motorized bicycle rider education course shall possess a valid operator's or chauffeur's license and shall be able to operate a motorized bicycle.

CURRENT PROGRAM DESCRIPTION

The following program descriptions are from Traffic Safety Education for Iowa Schools K-6 Part I & II. The descriptions cover the standards for traffic safety developed by the Department of Education.

Level	Title/Description	Materials Textbook(s)/Curriculum
K-5	Pedestrian Safety. Walking is the most widely used mode of transportation.	Traffic Safety Education for Iowa Schools K - 6 Part I & II AAA - Pedestrians Safety Mc Gruff Series Growing Healthy Guide
K-5	School Bus Safety. Since public education has accepted the responsibility for transporting students to their educational sites, they have also assumed responsibility for their safety while they are being transported.	Traffic Safety Education for Iowa Schools K - 6 Part I & II AAA - School Bus Safety Growing Healthy Guide
K-5	Auto Passenger Safety. In today's motorized society, almost every American becomes a motor vehicle operator.	Traffic Safety Education for Iowa Schools K - 6 Part I & II AAA - Passenger Safety Growing Healthy Guide
K-5	Bicycle Safety. Bicycle safety education is designed to help bicycle drivers better understand their responsibilities as part of the traffic mix, to be aware of the hazards that face the cyclist in a motor vehicle world and how to safely drive a bicycle in spite of those hazards.	Traffic Safety Education for Iowa Schools K - 6 Part I & II Mc Gruff Series AAA - Bicycle Safety Growing Healthy Guide
K-5	Seat belt. All occupant protective systems when properly used help keep people from being tossed around inside the car or from being ejected during the collision.	Growing Healthy Starting Early AAA Mc Gruff Series

K-5	Substance Education. Make students aware of how substance abuse effects their total body in the decision making process that effects their lives and lives of others.	Growing Healthy Starting Early AAA Mc Gruff Series
9 - 12	Driver Education . The need for effective driver and traffic safety education is undeniable. Traffic accidents are the major threat to the safety and health of our nation's young people.	Drive Right State & District Curriculum Guides Iowa Driver Manual Department of Transportation Publications Insurance Publication Trucking Industry Publication

COURSE CONTENT

The basic concepts listed on the following pages are taught to students in the area of Driver and Traffic Safety. Because the safety education program is interdisciplinary, it integrates easily with other subjects - including art, reading, English, math, music, science, social studies, physical education and health strengthening the skills students learn in their other classes.

PEDESTRIAN SAFETY - BASIC CONCEPTS

Grade
K - 2

- Watch where you walk
- Make sure you are seen
- Crossings
- To and from school
- Safe route to school
- Time to go to school
- Accepting a ride

Grade
3 - 4

- Watch where your walk
- Make sure you are seen
- Crossings
- Emergency vehicles
- Highways
- Stopping distance
- Accepting a ride

Grade
5

- Watch where you walk
- Make sure you are seen
- Crossings
- Emergency vehicles
- Highways
- Stopping distances
- Accepting a ride
- School safety patrol *

* See Appendix (A)

SCHOOL BUS SAFETY - BASIC CONCEPTS

Grade

K - 5

Riding is a privilege
School bus drivers
Thrown objects
School bus laws
Passengers as pedestrians
At the bus stop
Boarding a school bus
School bus missed
School bus aisles
Safe and courteous passengers
Avoiding driver distractions
School bus citizenship
Leaving the bus
Leaving the bus stop
Emergency exists
Emergency evacuation skills
School bus representatives

AUTOMOBILE PASSENGER SAFETY - BASIC CONCEPTS

Grade

K
Seat belts
Shoulder harness

1
Seat belts
Shoulder harness
Buckling up properly
The curb side
Closing the door

2
Seat belts
Shoulder harness
Buckling up properly
Exiting from traffic side

3
Seat Belts
Co-pilot duties
Navigation
Visibility maintenance
Maintenance - fuel stops
Passenger supervision

4 Seat belts
Co-pilot
Navigation
Maintenance - fuel stops
Passenger supervision - packages
Passenger supervision - behavior
Judgment and decision making
Traffic control devices
Judgment and decision making

5 Seat belt
Co-pilot duties
Navigation - road maps
Trip planning
Maintenance - service
Passenger supervision - games
Judgment and decision making

K - 5 BICYCLE SAFETY - BASIC CONCEPTS

1. Bicycle driving is usually a prelude to driving an automobile. Safe attitudes and habits learned while bicycling may carry over to automobile driving.

2. When being used in a traffic area, bicycles are vehicles and are subject to most of the same traffic laws and regulations that apply to motor vehicles.

3. Bicycles are driven, not ridden. Bicycle drivers control the vehicles and have active responsibility for their actions.

4. More than three-fourths of all bicycle accidents involve drivers under 15 years of age.

5. Defensive driving, when employed by a bicycle driver, can result in being involved in fewer accidents.

6. Safe bicycling is dependent upon all of the following factors:

   a. The proper fit of bicycle to driver.

   b. The proper equipping of the bicycle for safe operation and visibility.

   c. The bicycle driver's knowledge and use of the proper techniques of bicycle operation.

   d. The bicycle driver's awareness of the hazards which affect the bicycle and knowledge of how to compensate for them.

   e. The bicycle driver's understanding of the laws of nature and man which affect the operation of a bicycle.

   f. The bicycle driver's knowledge of the parts of the bicycle and their function.

   g. The proper maintenance of the bicycle.

SUBSTANCE EDUCATION

These units are covered in the K-5 Growing Healthy Course. *

DRIVER EDUCATION - OVERVIEW OF UNITS

The following driver education units are for students age 14 to 21 years of age.

UNIT 1: Introduction

This unit stresses why driver education is an important, and quite serious, educational endeavor. After acknowledging the student's reasons for wanting to take driver education, it presents the rationale for offering driver education from the perspective of enhanced mobility and safety. It also introduces students to the concept of risk and their role within the highway transportation system. It concludes with a brief overview of the entire course.

Content and instructional methods recommended for this unit will help students to:

- Recognize the importance and extent of responsibilities that accompany licensure.
- Approach driver education as a true learning experience.
- Recognize that driver education can enhance both the quality of their lives and their longevity.

UNIT II: Basic Control

This unit covers: outside vehicle checks, pre-start in-vehicle adjustments and procedures; procedures and legal requirements for starting, moving, turning, stopping and securing the vehicle. The unit concludes by addressing the skills and abilities needed to back, park and make turnabouts successfully. While legal requirements governing these maneuvers are addressed, emphasis is placed on the visual and physical performances needed to assure safety during these maneuvers. Principles and procedures of safe, basic maneuvering help lay a foundation for safe performance in more complex traffic situations.

Content and instructional methods recommended for this unit will help students to:

- Follow appropriate pre-starting procedures.
- Use safe and efficient vehicle starting procedures.
- Put the vehicle in motion and retain forward control.
- Stop the vehicle smoothly at required locations.
- Accelerate safely and efficiently on grades.
- Maintain directional control while making left and right turns.

* Will be found in K - 7 "Growing Healthy" report.

- Maintain directional control while making left and right turns.
- Follow safety procedures in exiting vehicles.
- Maintain vehicle control while backing on straight and curved paths.
- Turn vehicle around in the roadway providing limited operation space.
- Park vehicle within legal and physical constraints posed by parking space.
- Withdrew vehicle safely and legally from parallel and angle parking spaces.

UNIT III: System Interaction

This unit describes principles and procedures for interacting with the highway transportation system, including the road, other drivers and other vehicles. Techniques of seeing, communicating, managing speed and managing space are presented, and their rationale explained. Legal, safety and efficiency principles undergirding these techniques are explained in the context of specific driving tasks and their application to driving situations in general.

Content and instructional methods recommended for this unit will help students to:

- Employ seeing techniques that allow them to gather, effectively and efficiently, critical information from ahead, behind and alongside the vehicle.
- Maintain space all around the vehicle sufficient to permit legal, safe, efficient and timely maneuvering.
- Abide by all speed laws and operate at a speed in which vehicle control is maintained and maneuvers executed safely and efficiently.
- Signal and communicate with other road users in keeping with requirements of safe, legal vehicle operation.

UNIT IV: Driving Environment

This unit covers practices that can help drivers operate safely in situations where the roadway or the natural environment provides less-than-ideal conditions. The thrust of the unit is on principles and practices drivers can employ to compensate for dangerous conditions -i.e, reduced traction, reduced visibility and night driving--thereby preventing them from developing into emergency situations.

Content and instructional methods recommended for this unit will help students to:

- Search for and recognize roadway characteristics that result in lessened traction.
- Adjust normal driving practices to compensate for conditions that reduce traction.
- Adjust driving practices during periods of limited visibility to improve capability to see and to control the vehicle within the visual limits.
- Employ driving practices to increase others' capacity to see during periods of limited visibility.

- Compensate for hazards imposed by nighttime operation.

UNIT V: Critical Situations

This unit covers common emergencies resulting from roadway characteristics, vehicle equipment malfunctions and driver error. Instruction focuses on procedures to use when confronted with such emergencies. In addition to addressing emergency recovery procedures for skidding, running off the roadway and vehicle equipment failures, the unit covers procedures for quick accelerating, quick stopping and quick turning, providing guidance on selecting the appropriate emergency response. The unit concludes with instructions on what to do if an accident does occur.

Content and instructional methods recommended for this unit will help students to:

- Take appropriate evasive action to avoid collisions.
- Employ procedures to regain vehicle control when it has been lost.
- Follow emergency procedures to keep vehicle or equipment failures from producing collisions.
- Follow safe and legal procedures at an accident scene.
- Seek life-saving assistance and provide first aid at an accident scene.

UNIT VI: Factors Influencing Performance and Survivability

This unit presents safety belts as the best way to reduce the chances of injury and increase the chances of surviving in a crash. It explains how safety belts work and debunks common myths and misconceptions regarding their use. The unit also covers personal factors that may influence--and ultimately impair--a driver's ability to operate at peak performance levels. Although fatigue, emotions and drug use are addressed, the focus here is primarily on alcohol. The alcohol section concentrates on risks and consequences of drinking/driving and presents students with techniques they can use to keep themselves and others from accepting these risks and suffering the consequences. The unit concludes by addressing factors that inhibit optimal vehicle performance, presenting basic maintenance checks which will help drivers keep their vehicles in safe, legal operating condition.

Content and instructional methods recommended for this unit will help students to:

- Use safety restraints on all trips whether riding as drivers or passengers.
- Require their passengers to use safety restraints.
- Avoid excessive drinking.
- Avoid driving when under the influence of alcohol.
- Help protect others by keeping them from overdrinking, driving when impaired, or riding with an impaired driver.
- Follow directions for use when taking prescription and over-the-counter drugs.

- Avoid combining alcohol with other drugs.
- Plan and take measures to avoid driving when fatigued.
- Plan and take measures to avoid fatigue when driving.
- Avoid riding with fatigued drivers.
- Avoid driving when emotionally upset.
- Avoid driving unsafe vehicles.

Motorized Bicycle

26.8(2) Course content. The following instructional components shall be incorporated in every motorized bicycle education course.

a. Operator and motorized bicycle preparation.
   (1) Knowledge of Iowa driving laws.
   (2) Knowledge of vehicle registration requirements.
   (3) Vehicle inspection.
   (4) Protective clothing and devices.
   (5) Risk assessment.
   (6) Route selection.

b. Basic control skills.
   (1) Starting procedures.
   (2) Speed control.
   (3) Turning.
   (4) Stopping.

c. Safe driving practices.
   (1) Use of lights and warning devices.
   (2) Signaling.
   (3) Maintaining directional control.
   (4) Perception skills and seeing.
   (5) Use of mirrors.
   (6) Hazards recognition.
   (7) Speed control.
   (8) Lane positioning.
   (9) Intersection concerns and conflicts.
   (10) Following distances.
   (11) Lateral separation.

d. Complex situations.
   (1) Limited visibility.
   (2) Adverse weather.
   (3) Critical situations.
   (4) Malfunctions.

e. Motorized bicycle care.
   (1) Inspection.
   (2) Maintenance.

UNIQUE INSTRUCTIONAL METHOD

The Des Moines Schools in 1957 was one of the first school districts in the nation to use simulation in its driver education program. Simply stated, simulation enhances the teaching of the basic procedural and perceptual skills associated with driving, improves a drivers' decision making abilities and exposes the individual to hazardous driving situations in a collision proof environment. The Driver Education Department uses the team approach in the teaching process. A student will have three different teachers in the driver education program, one for each of the three different phases; Classroom, simulation and behind-the-wheel. Driver education is scheduled at each high school for one semester.

DRIVER and TRAFFIC SAFETY EDUCATION GOALS and OBJECTIVES

GOAL

The ultimate goal of driver and traffic safety education is to help students acquire the understanding, knowledge, and attitude so that they are fully prepared to enter, survive and succeed in the highway transportation system of today and future.

OBJECTIVES

1. To prepare youngsters as pedestrians to survive in a world where motor vehicles operate and can be expected to do so in the future.

2. To help students to be safe bus riders by teaching proper behaviors to them.

3. To help students make every effort to eliminate accidents and the loss of life and wasted human productivity.

4. To help students as bicycle riders understand their responsibilities as part of the traffic mix, to be aware of the hazards they face in a motor vehicle world.

5. To provide those driver education students educational experiences which will supply knowledge for developing proper skills and attitudes necessary for the efficient operation of a motor vehicle.

DRIVER EDUCATION ENROLLMENT 1989-1990

The driver education enrollment has declined from 2,403 students in the 1985-1986 school year to 1,855 students in the 1989-1990 school year. The following is a breakdown by semester and student classification for 1989 - 1990.

Semester		Number of Students Enrolled
Fall		638
Spring		670
Summer		547
	Total	1,855

Students Satisfactorily Completing Course			
Freshman		181	
Sophomore		1,096	
Juniors		378	
Seniors		98	
	Total	1, 753	*

* Includes 270 private school students, 144 after school students and 10 out of school students.

INPUT EVALUATION

BUDGET and SOURCES of REVENUE 1989-1990

DRIVER EDUCATION BUDGET

EXPENSES			
SUMMER SCHOOL			
Instructors' Salary and Fringe Benefits		$	74,148
AFTER SCHOOL DRIVER EDUCATION			
Instructors' Salary and Fringe Benefits			23,426
REGULAR SCHOOL PROGRAM			
Instructors' Cost			349,024
Administrative Cost			32,600
Fringe Benefits			92,491
	SUB TOTAL		571,689
Repair & Maintenance			5,700
Vehicle Rental			17,773
Equipment Replacement			4,200
Supply Account			17,773
	SUB TOTAL		45,446
	TOTAL	$	617,135
INCOME			
State Aid			273,432
After School Fees			7,200
Summer School Fees			47,200
Regular School Fees			29,575
Private Students Shared Time			59,558
West Des Moines Reimbursement			37,411
	TOTAL	$	454,376
PER STUDENT COST for DRIVER EDUCATION		$	87

MOPED INSTRUCTION

EXPENSES		
Instructors' Salaries and Fringe Benefits	$	1,072
Indirect Costs		978
INCOME		
205 Students at $10.00 each	$	2,050

EQUIPMENT

The district presently owns three, twelve-place mobile simulator units and one, nine-place permanent unit. The driver education classrooms are equipped with televisions and videocassette recorders for instructional purposes. The district presently has a fleet of nine driver education cars provided by local automobile dealers. The textbook used in the classroom is Drive Right purchased in 1987-88 . There are many supplemental materials used that are provided by governmental agencies, trucking industry, insurance companies etc.

COMMUNITY RESOURCES

Required field trips for kindergarten students are visitations to the police and fire department. The schools use representatives from local, county and state law enforcement agencies for class presentations. Representatives from the National Council on Alcoholism and Other Drugs work with students in class and after school on substance use and abuse.

Representatives from the insurance industry are used in driver education classes along with the agencies previously mentioned.

PROCESS EVALUATION

DISTRICT GOAL

IMPROVE THE QUALITY OF EDUCATIONAL PROGRAMS

2. Improve student attitudes and behavior.

DEPARTMENT OBJECTIVE 1991-1992

The Driver Education Department will pilot the "Young Driver Attitude Scale." This instrument is intended to measure "Young Driver Risk - Taking Attitudes."

Since risk-taking attitudes have been so frequently associated with the teenagers' unfortunate plight, an instrument has been developed to measure risk-taking attitudes of young drivers called the "Young driver Attitude Scale." Having measured a student's risk-taking attitudes, one might determine the extent to which that student is "at risk." Methods of improving faulty attitudes could be explored, probably through individual conferences and special programs for students judged to be at risk.

The safety and driver education department constantly works with students on their attitude as it pertains to safety. It has been postulated often that young people are open to accidents because of their age and lack of experience and risk-taking attitude.

RESPONSIBILITY STATEMENT

1. The Supervisor of Driver Education will coordinate the driver and traffic safety education programs in the Des Moines Schools by:

WEIGHT	OBJECTIVE
45%	a. Assisting staff, parents and students regarding driver and traffic safety.
	b. Attending meetings relating to driver and traffic safety education.
	c. Being involved in day to day experiences that relate to driver and traffic safety education.

2. Other job descriptions

25%	a. Coordinate the K-7 "Growing Healthy" program.
25%	b. Coordinate the "Drug Free Schools and Communities" funds.
5%	c. Coordinate the district "Right to Know Program" with the Supervisor of Science and Facility Management Department.

IN-SERVICE AND STAFF DEVELOPMENT

In-service is provided to driver education teachers in the fall before school starts. The staff discusses new legislation passed that relates to driver education and new materials that are available for classroom instruction. Teachers are encouraged to attend March in-service sessions that will give them new insights into teaching strategies. Ninety percent of the full time driver education teachers are participating in Phase III .

Materials dealing with K-5 traffic safety programs are sent to individual schools to be distributed to appropriate individuals.

PROFESSIONAL MEETINGS

Staff is encouraged to attend the Iowa Association for Safety Education and the American Driver and Traffic Safety Education Association conventions each year. Some staff members attend one day seminars related to safety issues presented by the Department of Transportation, Iowa Traffic Safety Council and Insurance Companies.

PRODUCT EVALUATION

TEST RESULTS

The 1,855 students enrolled in driver education classes for the 1989-90 school year had to pass a test over the Code of Iowa pertaining to the operation of a motor vehicle in order to receive an instruction permit.

Students in the classroom phase of the program are tested over the six instructional units of the course.

Each film used in the simulation phase of the driver education program is coded into five categories. They are (1) braking, (2) acceleration, (3) signaling, (4) turning and (5) speed. The students are continuously being monitored by the scoring system on the instructor's console.

The behind-the-wheel testing includes driving checks at different times of the course and a final road test by the instructors. (Appendix B/C)

If the students satisfactorily complete all three phases of the driver education program, they are given a certificate of completion that entitles them to receive an "Iowa Drivers License."

OBSERVATION BY SUPERVISOR

The supervisor observes the teaching and learning process in various educational environments, by visiting schools as often as possible. The supervisor assists schools in their safety programs when requested by building administrators.

NORTH CENTRAL ASSOCIATION

The driver education program at Roosevelt High School was evaluated in October 1988 by a member of the North Central Association team. The driver education program received many commendations, such as (1) provisions made for students with special needs, (2) staff is evaluated on regular basis by the administration and (3) students interviewed had respect and praise for the driver education program and staff. A summary of the report is found in the Appendix D.

STUDENT INTEREST

Driver education is an elective course offered by the Des Moines Schools. As a mobile society that depends on private transportation for our existence, teenagers are highly motivated to drive and feel that automobiles are a very important part of their lives. The National Association of Secondary School Principals, "The Mood of American Youth" survey, rated driver education, mathematics, English and computer science as the most important classes in high school.

EVALUATION

The supervisor assists in evaluation of staff when requested by building principals.

A committee of parents, teachers, administrators and the district insurance carrier developed an instrument for the Department of Elementary and Early Childhood Programs to document activities and suggested dates for completion, of safety programs in each elementary school. (See Appendix E)

FUTURE PLANNING

NEEDS

The simulator equipment is thirteen years old. Parts are no longer available from the manufacturer. The district needs to replace the units over a three year period. To replace each twelve-place simulator unit will cost approximately $49,000. Replacing the equipment over a three year period will reduce the budget impact. Parts, from the unit being replaced, will be used for the other units until they are replaced. This process was used the last time simulator units were replaced.

RECOMMENDATIONS

1. The district replace the three, twelve-place simulator units.

2 The nine place simulation units at Central Campus be discontinued. These units are the oldest in the district . They are used in the after school and summer programs only. Central Campus needs the classroom space.

3. Rotate the after school program to the different high schools where the simulation units are located.

   Example:
   Fall semester 1st eight weeks- Roosevelt High School
   Fall semester 2nd eight weeks- Lincoln High School
   Spring semester 1st eight weeks - East High School
   Spring semester 2nd eight weeks - Hoover High School

4. The summer driver education program at Central Campus be absorbed by the other high schools in the district.

Appendix (A)
Safety Patrol Guidelines

547 STUDENT SAFETY PATROL

The responsibility for the safety of children walking to and from school rests with parents. The Des Moines Independent Community School District is interested in providing student assistance for children crossing streets contiguous to school property through the Student Safety Patrol Program. A student patrol is organized at school when there is sufficient parental and student interest to support the Student Safety Patrol Program. Documentation of efforts to form the Student Safety Patrol Program will need to be recorded.

I. Guidelines for Student Safety Patrol Program within the Des Moines Public Schools are:

A. The building principal or designee will be responsible for the Student Safety Patrol Program.

B. Students in the Student Safety Patrol Program will be supervised by the principal or designee while students are performing their patrol duties.

C. Student safety patrols are assigned to crossing locations as designated on school route maps that are contiguous to school buildings.

D. Eligibility for the Student Safety Patrol Program:

1. Fifth grade students who pass a written and/or oral student safety patrol test.

2. Fourth grade students will not be used for the Student Safety Patrol Program.

3. Fourth grade students that qualify for the Student Safety Patrol Program the following year will receive a two week training session at the end of the school year.

E. Principals are required to survey students each year and establish a safety patrol program if there is sufficient student /parent interest.

F. Written permission must be obtained from parents of student patrol members before they can take part in the Student Safety Patrol Program.

G. Student patrols will be scheduled to assist other students in designated crossing areas for a 15 minute period during arrival and dismissal times.

H. The Student Safety Patrol Program must maintain enough active student members to insure replacements for patrol stations in case of student patrol members absences. The minimum number of students necessary to run an adequate patrol will include one reserve for every two patrol stations.

II. The Student Safety Patrol Program will not exist in those schools that do not have a fifth grade population of students. (Example K-2 schools.)

III. Should available student safety patrol members drop below the required number during the school year the student safety patrol will be disbanded for the remainder of that school year.

IV. When the student patrol program is discontinued in a building, the school principal will give written notification to parents at least 5 days prior.

V. Implementation and/or discontinuance of a Student Safety Patrol Program must be assessed each year with documentation placed in the school safety folder.

Des Moines Public School Driving Test Appendix (B)

DRIVER EDUCATION DRIVING CHECK LIST_____
(NAME)

Every driver regardless of age or experience can benefit from periodic checks on their driving habits and skills. It is the purpose of this check list to help the student become aware of some of the areas where he/she needs to work for improvement. A check mark by one of the areas listed indicates needed improvement for that area, and "S" mark means that the student generally is doing satisfactory for that category.

Read this list carefully, check yourself to see what areas are checked for needed improvement, and show the list to your parents so that they may be of more help when you are driving at home.

Pre-Drive - Doors are locked, seat adjusted _____ Mirrors adjusted _____
Head stop adjusted _____ Seat belt fastened _____
Smooth start _____ Check gauges _____

Lane Observance -
Centering and staying center of lane _____
Turning - Positions into and turns from correct lane _____
Enters into proper lane _____

Checking Intersections
Slows to safe speed _____
Covers brake _____
Looks to left and right _____

Mirror Check Checks mirrors several times per minute _____
Makes use of outside mirror _____
Uses quick glances _____
Refers to mirrors whenever slowing down _____

Foresight and Anticipation
Identify potential problem in the road ahead and makes proper adjustments
_____

Speed Checks speedometer several times per minute _____
Driving too fast for conditions _____
Driving too slow for conditions _____

Turn Signals Signals for left and right turns _____
Signals for lane changes _____
Uses signal when leaving the curb _____

Blind Spot Check
Checks blind spot most of time _____
Forgets too often _____

Freeway Driving
Entering the freeway_____Too fast _____ Too slow_____
Speed on the freeway_____Too fast _____ Too slow_____
Lane changing _____
Changes lanes in advance without slowing _____
Exiting from the freeway _____
Positions in proper lane ahead of time _____
Speed _____Too fast _____ Too slow_____

Grade_____ _____
Parent signature

Form 430603
5-90

Iowa Department of Transportation
Office of Driver Services

DRIVING TEST SCORE SHEET

Applicant's Name _____ Date of Birth _____

Address _____
Street or Route Town State

I.D. Used _____

THIS IS NOT A PERMIT TO DRIVE

Applicant's Signature _____

Physical Condition: _____ Vision: _____

Reason for Drive Test: _____ Supplemental Reports: _____

Vehicle Make: _____ Style: _____ License: _____

Vehicle Condition:

36 or more points deducted is not a passing score. Refer to Score Sheet below for your score.

	Good	Fair	Poor
Starting	0	3	6
Truck Backing	0	5	10
Backing	0	4	8
Parking	0	3	6
Park on upgrade	0	2	4
Start on upgrade	0	2	4
Driver position	0	1	2
Shifting	0	2	4
Use of horn	0	1	2
Intersection speed	0	4	8
Intersection observance	0	4	8
Distraction	0	2	4

	Good	Fair	Poor
Traffic light	0	3	6
Traffic light	0	3	6
Stop sign	0	3	6
Stop sign	0	3	6
Other signs	0	2	4
Lane observance	0	3	6
Lane changes	0	3	6
Overtaking	0	1	2
Being overtaken	0	1	2
Following	0	3	6
Use of mirror	0	2	4
Right of way	0	5	10
Control of speed	0	3	6
Starting and stopping	0	2	4

		Good	Fair	Poor
LEFT TURNS	Signal	0	1	2
	Speed	0	1	2
	Approach lane	0	2	4
	Enter lane	0	1	2
	Intersection observance	0	4	8
LEFT TURNS	Signal	0	1	2
	Speed	0	1	2
	Approach lane	0	2	4
	Enter lane	0	1	2
	Intersection observance	0	4	8
LEFT TURNS	Signal	0	1	2
	Speed	0	1	2
	Approach lane	0	2	4
	Enter lane	0	1	2
	Intersection observance	0	4	8

		Good	Fair	Poor
RIGHT TURNS	Signal	0	1	2
	Speed	0	1	2
	Approach lane	0	2	4
	Enter lane	0	1	2
	Intersection observance	0	4	8
RIGHT TURNS	Signal	0	1	2
	Speed	0	1	2
	Approach lane	0	2	4
	Enter lane	0	1	2
	Intersection observance	0	4	8
RIGHT TURNS	Signal	0	1	2
	Speed	0	1	2
	Approach lane	0	2	4
	Enter lane	0	1	2
	Intersection observance	0	4	8

Deductions: _____

Pass for Class: _____ Endorsements: _____

Restrictions: _____

_____

_____

Failure ☐ Reason: _____

_____

Date: _____ DL District # _____ DL Station # _____ Examiner: _____

Appendix (D)

Summary of North Central Association Evaluation

DRIVER EDUCATION

I. Commendations

1. Provisions are made for students with special needs.
2. The program adequately meets the time requirements dictated by the Department of Education.
3. There is cooperation between the driver education staff and the administration.
4. Adequate storage and maintenance are provided for the driver education cars.
5. All the important aspects of the classroom phase of instruction are adequately covered and properly sequenced.
6. The staff generally has good rapport with the students and displays a knowledge and an interest in safety.
7. The Area 11 film library provides materials that are easy to obtain and pertinent to the subject area.
8. Students are not waived from the driver education laboratory phase.
9. Those students interviewed had respect and praise for the driver education program and staff.
10. A standard transmission car is made available for students to use.
11. The classroom phase is taught in a room with adequate chalkboard and storage space.
12. The simulation and laboratory (in-car) phases provide a variety of experiences in many different situations.
13. A district supervisor coordinates some of the pertinent aspects of the driver education program.
14. The driver education cars are used only for driver education.
15. A syllabus is provided for the student.
16. Driver education is figured into the students grade-point averages and credit is given for the course.
17. Some of the staff members are becoming involved in instructional improvement programs.
18. The driver education program has goals and objectives that are addressed and that correspond to the goals and objectives of the school and the district.
19. The staff is evaluated on a regular basis by the administration.

20. Home-school and private school students have an opportunity to enroll in driver education.
21. Adequate insurance and agreements with the automobile dealers are provided.
22. Forms are available that can be sent to the parents to explain the student's lack of progress.
23. The vehicles are equipped with the proper equipment for instructional purposes and safety.

Concerns

1. Very little money is budgeted at the building level for driver education.
2. The staff does not have adequate office space nor individual desks.
3. Student expectations and behavioral objectives are not present for the laboratory (in-car) phase.
4. The staff seems to have very little input into decisions made at the district level that apply to Roosevelt. High School.
5. Students whose birthdays are not in the first semester, and who wish to take driver education and receive their driver's license at age 16, must take an after school or summer school program which is more expensive and less effective than the regular semester program.
6. A fee is charged for driver education taught during the regular school year.
7. After-school and summer school driver education teachers are paid on an hourly rate rather than on a perdiem basis.
8. Permanent driving records are not kept on students who take driver education.
9. One of the cars used for driver education is not as effective for teaching purposes as the newer ones.
10. The staff has difficulty in providing extra or make-up time for students who need it.
11. There are no emergency kits in the driver education cars.
12. Parents receive very little information about certain aspects of the driver education program that would concern them.
13. The textbooks are 1977 editions.
14. Driver education can be taken on a pass/fail basis.
15. Guest speakers are not used as often as they could be.
16. The classroom is devoid of posters, bulletin boards or other items that would make the room more conducive to learning.
17. The library has few materials for driver education students to use as resources.

18. The cars need to be marked to identify them as being used for driver education instruction.

19. There is no horizontal articulation of instruction.

20. Evaluation in the laboratory phase is done subjectively.

21. The steps leading into the simulator trailer are loose and dangerous.

22. Some of the staff members do not belong to a professional organization nor do they attend meetings that would benefit them professionally.

23. The noise from the music room sometimes disrupts the driver education classes.

24. Community resources, local situations and local statistics are not used as often as they could be.

25. Staff meetings and in-service opportunities are held infrequently.

26. There is no speaker system in the simulator trailer.

27. The parking spaces for driver education cars are not properly marked.

28. A student has a different instructor for each phase of the program.

29. The simulators are old and sometimes difficult to maintain because of their age and extensive usage.

30. There appears to be very little course review done at the building level.

31. By teaching in the building only one semester, the teachers have some difficulty with school identity.

32. Some of the recommendations made during the previous North Central Association visitation were slowly implemented.

III. Recommendations

1. The staff should be advised regarding the amount of money budgeted to driver education.

2. Office space and desks should be provided for the staff.

3. Student expectations and behavioral objectives should be available to students in the laboratory phase.

4. Staff meetings should be regularly scheduled with the district supervisor to deal with the curriculum, goals and objectives. The process of traveling teams should be carefully studied, especially in regard to enrollment changes. Teams of staff members moving from school to school is not conducive to good morale, instruction or evaluation.

5. The availability of driver education at Roosevelt High School other than only during the first semester should be studied.

Appendix (E)

Safety Documentation

Department of Elementary and Early Childhood Programs

AREA	ACTIVITY	SUGGESTED DOCUMENTATION	SUGGESTED DATE FOR COMPLETION	ACTUAL DATE OF COMPLETION
Safety Committee	Appointment of Safety Committee and chairperson	Letter to committee members and chairperson outlining responsibilities	September	
	Publicize safety committee responsibilities	Copy of newsletter giving names of committee members and committee responsibilities	September	
Safe Route Map	Development of Maps	Copy of all letters sent to city traffic department requesting review of safe route map	Every 3rd June or more often if appropriate	
	Distribution of Maps	1. Duplicate Maps 2. Letter to parents or newsletters informing parents of safe route maps and the importance of their discussing with their child(ren) 3. Letter informing new parents about safe route maps	September September Throughout year as students enroll	
	Encouraging parents to inspect safe routes	Copy of parent handbook/letters/news-letters	September	
	Discussing maps with students	Building bulletins advising teachers to discuss maps with their students	September November January April	
	Notifying parents when traffic department is studying traffic conditions in the school area	Copy of Letter(s)/Newsletter (s)	When appropriate	
	Providing for student supervision	Copies of supervision schedules: i.e lunchroom, playground, before/after school, etc		
Instruction	Providing Safety Education	Specify what safety education units were taught, by whom, which class(es) were involved and when instruction was provided. Units specified by DPI, child abuse and abduction program and any others approved by principal		

Safety Documentation
Continued

AREA	ACTIVITY	SUGGESTED DOCUMENTATION	SUGGESTED DOCUMENTATION	ACTUAL DATE OF COMPLETION
Parent Education	Providing safety information to parents	Copies of P.T.A. meeting agendas/newsletters, etc		
Special Circum-stances	Lesson Plans	If a student is hit by a car, copies of the lesson plans for the days when safe route maps were discussed and safety education was taught in the injured student's class are to be attached to this sheet		

This information is to be submitted to the Elementary Department each spring with the Annual Report.